CLASSROOM MANAGEMENT

"Many disruptive behaviours in the classroom can be alleviated before they become serious discipline problems. Such behaviours can be reduced by the teacher's ability to employ effective organisational practices. Such practices are at the heart of the teaching process and are essential to establishing and maintaining classroom control."

The Teacher's Bible
Volume 1

Leigh Kennedy

HelpfulLeigh
Solutions for life

Contents

Forward	2
Environment	3
From the start	4
Assessment	6
Class participation	7
Leadership	7
Bringing back the joy	9
Dictatorship	16
Classroom discipline	17
Choosing the rules	21
Instruction	22
Classroom management	23
Behaviour management in detail	25
Restorative practice	30
Routines	35
Planning	38
Reviewing practice	40
Action verbs	42
Additional Resources	44
References	47

Forward

Teaching is a wonderful profession, full of challenges and rewards. It requires leadership, communication, mediation, negotiation, patience, organisation, persistence, dedication and so much more. What if however, like so many others, we are lacking in one or more of these areas. How can we teach people successfully if we cannot be 100% proficient at all of these key aspects? The fact is that no one can be expected to have all of these qualities on display at all times.

This self-help guide to better classroom management has been written with this issue in mind. It aims to make your important teaching role much easier than it already is. Emergency situations aside, there is no reason you should feel stress in your teaching practice. Like many teachers I have seen colleagues burn out, flip out and freak out in various situations in and out of the classroom. It can be easy to fall behind, to relax rules and to confuse confidence in the classroom with 'just winging it'. I wanted to help these people but I could only do so much face to face. So I got to work.

I have spent years conducting research into better teaching practice. The *Teacher's Bible* is a product of my own personal experience as a teacher, over 50 interviews with experts in education and hours of research online and in classrooms. A number of truly great world leaders in education have contributed to this resource. They are noted throughout this text and in my resource list. I strongly encourage you to follow the links to their writings and gain an even greater insight into any aspect of teaching that could help better your skills. This resource includes the original writings of a number of professional educators and that of my own.

With key sections such as assessment, leadership, classroom management, discipline, behaviour management, planning and reviewing practice this essential guide is just what you need to get on top of your class and really start enjoying your job.

This guide is the first volume in the HelpfulLeigh education series and is intended to be used as an overall guide to get your role as a teacher on track.

Volume 2, ***Teacher's learning***: *the e-learning train, get on board before you get left behind* is due for release shortly. Through HelpfulLeigh I also offer a number of other help guides in the areas of parenting and life development. As you are now an owner of ***Classroom Management*** you are entitled to a discount on future purchases. If you see anything else that you believe may be of assistance to your life please feel free to take advantage of this offer.

Environment

It is typical for classrooms to be set up in rows or in groups of 3-4 tables (which allow for easier cooperative learning). However, there are fundamental problems for each:

In rows, studies have shown that the further back you go, the more discipline problems you will encounter. The physical, auditory and visual stimulation from the teacher is increasingly diminished as you move further back. This allows boredom to set in, and as a result, likely disruption.

In groups, the opposite is true. Students are over stimulated by students that are now not only next to them, but across the table! There are now more unwanted stimuli to distract the student, leaving it harder for the teacher to keep the student engaged in any frontal instruction.

A proven alternative is to arrange the chairs/tables into a three-sided "box" shape, (with an occasional second row if room demands) see figure 1. In this fashion, EVERY STUDENT IS IN THE FIRST ROW! The teacher can freely move around the room while talking, and therefore giving "personal" contact with each student. The result: greater attention and fewer discipline problems. Desks/tables can be moved into cooperative learning groups as needed usually within a few minutes! This was recommended to me by a number of industry professionals and has been one of the most successful classroom management techniques I have implemented.

Fig 1. Ideal classroom desk configuration

From the start

Maintaining good order in classrooms is one of the most difficult tasks facing young, inexperienced teachers. As the younger generations of learners are becoming more resilient and resistant particularly to authority, maintaining classroom order is becoming increasingly difficult even for the most experienced of teachers. More evolutionary changes in the youth of our world have led to greater self-confidence in students. Others such as the acceptance of violence to achieve ends, attitudes to substance abuse and an increasing lack of respect for authority have made classroom management and life in school generally more difficult, and more demanding, on those who are charged with maintaining a positive learning environment.

Many disruptive behaviours in the classroom can be alleviated before they become serious discipline problems. Such behaviours can be reduced by the teacher's ability to employ effective organisational practices. Such practices are at the heart of the teaching process and are essential to establishing and maintaining classroom control.

The following set of organizational practices will help to establish effective control of the classroom by the teacher:

1. Get off to a good start.

The first "honeymoon" encounter between the teacher and the students is when they formulate their impressions of the teacher. Students sit quietly, raise their hands to respond and are generally well behaved. The teacher is easily misled into thinking that this is an ideal class and may relax their vigilance. Within a week students will begin to test the waters to see what they can "get away with". It is during this period that the effective teacher will establish the expected ground-rules for classroom behaviour.

2. Learning school policies.

Prior to meeting the class for the first time, the teacher should become familiar with school policies concerning acceptable student behaviour and disciplinary procedures. As a teacher

you must fully understand what the school expects from both student and teacher in regard to discipline.

3. Establishing rules.

Establish a set of classroom rules to guide the behaviour of students during your first session. Discuss the rationale of these rules with the students to ensure they understand and see the need for each rule. Keep the list of rules short. The rules most often involve paying attention, respect for others, excessive noise, securing materials and completion of homework assignments. Let the students have a say in the rule making process. If they make and agree to the rules they are more likely to follow them.

4. Over planning lessons.

"Over plan" the lessons for the first week or two. It is important for the teacher to impress on the students from the outset that he or she is organized and confident of their ability to get through the syllabus. Always have a 'plan b' activity handy. These can be light games that have educational value but will engage and entertain your students in the event they start to lose focus. See resource list for resource links.

5. Learning names.

You will find that students are creatures of habit. They will sit in the same seat for a short period of time until they are fully comfortable with each other. During this time you can draw a crude version of the seating arrangements and write down student names as you go. Calling a student by his or her name early in the year gives the student an increased sense of wellbeing. It also gives a teacher greater control of situations. "Jenny, stop talking and finish your work" is more effective than "Let us stop talking and finish our work".

6. Be Firm and consistent.

A teacher can be firm yet still be supportive and friendly with students. A firm teacher can provide an environment where the students feel safe and secure. Many teachers report that it is easier to begin the year in a firm manner and relax later, than to begin in a lax manner and then try to become firm.

Assessment

Promoting positive self-esteem through marking papers

Surprisingly enough many of the things teachers do to promote or inhibit positive self-esteem, come from unintended actions. There are obvious things teachers do, such as who is called on in the class, which student's work is displayed as an example but there are less obvious things that are done. There are actions which directly affect the positive self-esteem of many students. The most frequent area where this is the case is with marking student papers.

The following are some quick tips which any teacher can immediately use in improving the positive self-esteem in the classroom:

It is ill advised for you as a teacher to mark students work in red ink. Red is a "negative" colour that promotes anger. Think of stop signs and lights, warning labels, poison, etc. Our society has conditioned us to immediately view red as something negative. Subconsciously, (and often conscientiously), a paper that is handed back full of red marks tells the student that he or she is "worthless". A "self-fulfilling prophesy" often results with these students!

It is recommended that you always use green or blue ink. Green, on the other hand, is a "positive" colour, as is blue to a lesser extent. When green is used, corrections or markings become more of a "constructive criticism" than a finite statement. Black ink is not strongly recommended as it does not stand out positively or negatively.

Try to use a slash / as against an X. Again, for the same reasons one does not use red ink, the "X" is a negative symbol.

Write down the number of correct answers earned by a student as against the number of wrong answers. Do you accentuate the positive, or the negative? 2/20 still looks better than -18. Try to offer extra assistance and constructive criticism to individual students where needed.

Also be aware of cultural differences. For instance, never write a Korean student's name using red ink (even if it's a friendly note to the child). In the Korean culture, writing someone's name in red is a sign of death! Korean parents are often horrified when papers come home with their child's name written in red! If you have a culturally diverse group spend some time researching basic cultural practices.

Class participation

A large number of teachers often make suggestions on grading students on class participation. I give this warning. This practice can be extremely hazardous to a learner's self-esteem and confidence. For most of you, your student demographic will be a diverse group of learners, many of which hail from situations of disadvantage and adversity. Many students are not academically gifted or can be "circumstantially poor". Such students gain pride from simply attending classes and cannot afford negative hits to their fragile states of mind. Once again a "self-fulfilling prophesy" can play out here.

Students participate as a result of their leadership personality traits. Think about your class. Students who have a strong leadership personality enjoy raising their hand (even if they consistently have the incorrect answer). Those who have a weak leadership personality trait are extremely reluctant to raise their hand, even if they know the correct answer. This does not mean that these students are less on-task than those who continually raise their hand. Therefore, if you give points for classroom participation, you are really rewarding those with a strong leadership personality style and punishing those with a weak one.

Leadership

Leadership is a personality trait. All of us are on a "leadership" continuum. At one end, there are those who thoroughly enjoy and seek out leadership roles. At the other end, there are those that actively seek a non-participatory status when forcibly involved with a group. Think back to your group work situations in university, or your association with committees in your own school. Did you naturally "take over" the leadership of the group? Did you take an active, but participatory role? Did you sit back and take an absolute minimal role in the discussions of the group? It was your personal leadership style that served as the greatest determining factor as to the amount of your group participation.

Each of your students can be classified by predetermined criteria as either a "Leader," a "Follower" or a "Non-participant." The following are an explanation of the categories of leadership and leadership roles:

STUDENTS SHOW FOUR TYPES OF LEADERSHIP:

TASK LEADERSHIP - The student is concerned with the process, keeping others on task, getting supplies, etc.

INTELLECTUAL LEADERSHIP - The student offers a new idea to the group (versus simply answering someone's question with a research result).

SOCIAL/EMOTIONAL LEADERSHIP - The student gives praise or encouragement to another member of the group.

COERCIVE LEADERSHIP - A student gives negative feedback, or creates “off the topic” humour to disrupt the process, even momentarily.

STUDENTS TAKE THREE DIFFERENT LEADERSHIP ROLES:

LEADERS - These students "run" all facets of the group, and initiate virtually all dialogue between members.

FOLLOWERS - These students readily answer questions and participate, but usually only at the instigation of one of the leaders.

NON-PARTICIPANTS - These students never offer information unless asked; they never volunteer for anything. However, they normally will do whatever task is assigned to them.

*“As educators, we have the responsibility to educate and inspire the whole child—mind, heart, and soul. By focusing on the following essentials, we can put more joy into students' experience of going to school and get more joy out of working inside one.” (*Wolk, Steven Joy in School, 2008)

Steven Wolk is Assistant Professor of Teacher Education at Northeastern Illinois University and has such a wonderful approach to modern education. Take a look at his 11 steps to creating a joyous classroom:

Bringing back the joy

JOY 1: Find the Pleasure in Learning

Why do people learn? I don't mean inside school—I mean learning as a part of life. Surely a large part of our learning is necessary for survival and a basic quality of life.

But there is another, entirely different, reason to learn. Learning gives us pleasure. This kind of learning is often (but not always) motivated from within, and no outside forces or coercions are needed. We also don't mind the possible difficulties in this learning. We often expect the challenges we encounter; we tend to see them as a natural part of the learning process, so we are far more open to taking risks. Some love to learn about cars, others love to learn about history, and some find great joy in learning how to dance. According to Mihaly Csikszentmihalyi (1990), such learning is an example of flow, which he defines as the state in which people are so involved in an activity that nothing else seems to matter; the experience itself is so enjoyable that people will do it at even great cost, for the sheer sake of doing it. (p. 4)

If we want students to experience more flow in school—if we want them to see school and learning as joyful—we need to rethink how and what we teach. No longer can schooling be primarily about creating workers and test takers, but rather about nurturing human beings (Wolk, 2007). By helping students find the pleasure in learning, we can make that learning infinitely more successful.

JOY 2: Give Students Choice

Outside of school, children are free to pursue their interests, and they do so with gusto. They learn how to play baseball or the drums; they learn how to ice skate or play video games; they read comic books, graphic novels, skateboard magazines, and Harry Potter.

But during a typical six-hour school day, how much ownership do students have of their learning? Practically none. It's not surprising that their interest in learning dissipates and that teachers complain of unmotivated students.

Joy in learning usually requires some ownership on the part of the learner. Students can own some of their school learning in several ways. They can choose the books they want to read through independent reading. In writing workshop, we can inspire them to be real writers and choose for themselves what genres to write in. During units in math, science,

art, and social studies, they can choose specific subtopics to study; then, as "experts," they can share their learning with the class. Students can also choose which products they want to create to demonstrate their learning. What brings more joy—studying the civil rights movement in the United States through a textbook and lectures or creating comic books, writing and performing plays, interviewing people to create podcasts, and proposing your own ideas? Which would you rather do?

I advocate giving students one hour each day to study topics of their choice in what I call "Exploratory" (Wolk, 2001). In Exploratory, teachers collaborate with students to help shape student-initiated ideas into purposeful, inquiry-based investigations. During this time, students are scattered around the room, absorbed in an endless variety of topics that matter to them. While one student is studying the life of ants, a second is researching the workings of the FBI, and a third is exploring the life of Leonardo Di Vinci. While two students work together to investigate the history of soccer, another is engrossed in surveying adults on their opinions of video games. Exploratory can teach students that school can be a place that nurtures curiosity, inspires them to ask questions, and helps them find the joy in learning. Of course, I don't recommend you call this time exploratory, call it something a little more edgy and have your students use 'Prezi' to present information.

JOY 3: Let Students Create Things

People like to make stuff. Having control of our work and using our minds and hands to create something original give us a tremendous sense of agency. There is a special pride in bringing an original idea to fruition. It empowers us and encourages us; it helps us appreciate the demanding process of creating something from nothing.

The list of what students can create across the curriculum is virtually limitless: newspapers and magazines, brochures, stories, picture books, posters, murals, Web sites, podcasts, PowerPoint presentations, interviews, oral histories, models, diagrams, blueprints and floor plans, plays and role-plays, mock trials, photographs, paintings, songs, surveys, graphs, documentary videos—the list goes on and on. At its best, school should help and inspire students to bring their own ideas and creations to life.

JOY 4: Show Off Student Work

Our schools and classrooms should be brimming with wonderful, original student work. School spaces that are devoid of student work perpetuate a sterile and joyless environment. I tell my teacher education students that the walls of their classrooms should speak to

people; they should say exactly what goes on in that space throughout the school day. I can tell what teachers value by simply walking into their classrooms and looking at the walls.

The same is true for a school building. My son, Max, is in 4th grade, and his school, Augustus H. Burley School in Chicago, is a joyous place to visit. The hallways and classrooms are filled with remarkable student work, and there is rarely a worksheet in sight. The teachers also show off the students themselves. There are photographs of students next to their favorite books, above their posted work from writing workshop, and next to the doors of some classrooms.

JOY 5: Take Time to Tinker

Gever Tulley has started a unique summer school in California called the Tinkering School. His blog describes it this way:

"The Tinkering School offers an exploratory curriculum designed to help kids—ages 7 to 17—learn how to build things. By providing a collaborative environment in which to explore basic and advanced building techniques and principles, we strive to create a school where we all learn by fooling around. All activities are hands-on, supervised, and at least partly improvisational. Grand schemes, wild ideas, crazy notions, and intuitive leaps of imagination are, of course, encouraged and fertilized." (Tulley, 2005)

At Tinkering School, students are allowed to dream. They come up with their own ideas for an object, and the faculty and staff help them sketch, design, and build it. When have you seen a public school that encouraged students to come up with "grand schemes, wild ideas, crazy notions, and intuitive leaps of imagination"? In fact, schools actually work to prevent this from happening.

Our school days are too planned, leaving no room for spontaneity and happenstance. Kindergarten is the last refuge in school for letting kids tinker. Once they enter 1st grade, students must banish the joy of "fooling around" with objects and ideas and, instead, sit at their desks most of the day listening to lectures, reading textbooks, and filling out worksheets.

Sometimes the best ideas come from tinkering—and teachers, not just students, should be doing more of it. We must push beyond the teacher-proof curriculum the textbook industry has created, which tries to plan every subject for every hour of the day. Far from being think tanks or workshops, our schools continue to be assembly lines. We need to free teachers to take risks, experiment, play with the art of pedagogy, and feel the joy that comes from tinkering with their teaching.

JOY 6: Make School Spaces Inviting

Why do classrooms need to look so much like, well, classrooms, with desks in rows or arranged in groups, with a chalkboard or whiteboard at the front? When I walk into a classroom in my son's school, I usually see a space that looks a lot like a family room. There's a large rug, a class library with the best in children's and young adult literature, bean bags, couches, comfortable chairs, pillows, colorful curtains, fabric hung over the ceiling lights, and lamps scattered about the classroom. In fact, sometimes the ceiling lights are off, and the lamps warmly light the room.

And what about the public spaces inside and outside the school—the hallways, foyers, meeting areas, and school grounds? Anyone who has spent time at a university knows how integral these spaces are to the learning and social dynamics of the campus. The same can be true for a school. Why not transform these often unused and sterile spots into places for small groups of students to work or cozy nooks for kids to read or write? How about filling a foyer with plants and flowers? Why not give a large wall to the students to create and paint a mural? One colorful mural can transform a barren hallway or entrance into a vibrant and joyful sight. And schools can turn outdoor spaces into gardens, sculpture parks, walking paths, and quiet reading areas.

JOY 7: Get Outside

I am bewildered by how much time students spend inside schools. I don't mean that the school day should be shorter; I mean that more of the school day should be outside. We adults know all too well how much we like to get outside for a respite during the workday, and the same applies to students and teachers in school. They need a break from being confined inside a classroom all day. Fresh air, trees, and a sunny day can do miracles for the human spirit.

Interacting with nature brings a unique joy. Gavin Pretor-Pinney (2006) writes, "I have always loved looking at clouds. Nothing in nature rivals their variety and drama; nothing matches their sublime, ephemeral beauty" (p. 9). Naturalist and artist David Carroll (2004) describes his childhood enthrallment of seeking out turtles as he walked the ponds and marshes:

The sheer joy of being there, of simply bearing witness, continued to be paramount. I went out neither to heal my heartbreaks nor to celebrate my happiness, but to be in nature and

outside myself. Turtles, spotted turtles most significantly, were a living text moving upon an endless turning of the pages of the natural world. (p. 27)

The easiest way to get students outside is simply to have recess. There is a special joy in standing amidst the students as they burst from the school and spread out like a swarm of hungry ants. Kids say that recess is their favorite time in school. Recess was also one of my favorite times of the day as a teacher because I was outside and surrounded by children having fun. Tragically, recess has become a rare sight, which may say more about our schools today than anything else. Why do so many schools find it so difficult to allow children 20 minutes each day to play?

As a teacher, I would often take my students outside to read, write, or have a class meeting. It is delightful for a student to sit under a tree and read or for a class to sit in a circle on the grass and talk. Much of our science curriculums could directly include the outdoors. A school does not have to be near a forest or the ocean for students and teachers to explore nature. Ecosystems are all around us. Have students dig a hole in a patch of dirt, and they will witness the flourishing life in the soil beneath their feet. Don't underestimate the power of sheer joy that children—and adults—can experience from tipping over a large rock and seeing the ground teeming with life.

JOY 8: Read Good Books

Everyone loves a good story. We all know that if you have a 5-year-old sitting on your lap and a good book in your hands, you will soon experience the magic of stories. And what amazing stories there are! We are living in an astonishing time of children's and young adult literature. Immerse students in a culture of good books, and you surround them with joy.

For the past few years, I've been working on a grant with a Chicago public school, in part to help teachers make literature an important feature of their classrooms. I have brought loads of good books into the school. As I did book talks in 4th and 8th grade classrooms about dozens of new titles we ordered, the room was abuzz with students who could not wait to get their hands on the books. When I walk into a classroom now, I am met with the excited voices of the students telling me what books they're reading.

Of course, if we want joy in schools, then sometimes students should read books that aren't so "serious." I believe that books with important themes can make a better world, but we must also sometimes allow—even encourage—students to experience books for sheer pleasure. Have 3rd graders read Dav Pilkey's Captain Underpants and the Perilous Plot of Professor Poopypants (Scholastic, 2000). Have 5th graders read Jeff Kinney's Diary of a Wimpy Kid (Amulet, 2007). Have young adults read Sherman Alexie's very funny (and

serious) The Absolutely True Diary of a Part-Time Indian (Little Brown, 2007). Encourage students to read thrillers; romance novels; action-adventure books; stories about sports, animals, and pop culture; graphic novels and manga; and nonfiction on topics they love. You will see plenty of joy.

JOY 9: Offer More Gym and Arts Classes

In recent years, with our zeal for increasing test scores, "specials" in school have become nearly as rare as recess. It is not uncommon, especially in more impoverished schools, for students to have no art, music, and drama at all, and gym only once or twice a week. In my son's previous school in Chicago, he did not have gym until January.

With his work on multiple intelligences, Howard Gardner has helped us better appreciate the uniqueness of children and has spoken to the need to give students opportunities to use their varied strengths and interests in school. For the legions of children who have a special affinity for the visual arts, theater, music, or sports, classes in these subjects are golden times for them to experience joy in school. But how much joy can they experience when it's limited to 45 minutes each week?

JOY 10: Transform Assessment

When I was a kid, I dreaded report card time. When I was a teacher, many of my students were anxious about their grades. For far too many students, assessment in its dominant forms—tests, quizzes, letter grades, number grades, and standardized tests—is a dark cloud that never seems to leave. Must it be this way?

The idea of assessment in school is not inherently bad; children assess themselves all the time. When they're busy doing something they love outside school, such as tae kwon do, baking, or playing the saxophone—when they're experiencing flow—they don't mind assessment at all. In fact, they see it as an important part of the process. But for most students, assessment in school is the enemy.

We can, however, make it a more positive experience. We need to help students understand the value of assessment. We also need to rethink "failure." Our schools see failure as a bad thing. But adults know that failure is a vital part of learning. Portraying failure as a bad thing teaches a child to avoid risk taking and bold ideas. Imagine if we graded toddlers on their walking skills. We would be living in a nation of crawlers.

We should limit how we use quantitative assessments and make more use of narrative assessments and report cards, portfolios of authentic work, and student presentations and performances. In addition, parent conferences should not only include students, but also encourage the students to do much of the talking, using the conference as an opportunity to present their work and discuss their strengths and areas to focus on for growth.

As a teacher, I had my students regularly do self-assessments. This gave them some real power over the process. They assessed most of their schoolwork before I did my own assessment. And during report card time, I passed out photocopies of a blank report card and had my students complete it, for both grades and behavior, before I filled it out. I don't recall a student ever abusing this opportunity. At another school in which I taught, I redesigned our report card to include space for a photograph of the student inside; the cover was left blank so students could either draw a picture or write something meaningful there.

JOY 11: Have Some Fun Together

Recently, when I was visiting a school, I was standing in the hallway talking to a teacher when a tall 8th grade boy from another classroom exuberantly walked up to that teacher. They began some good-natured ribbing. Back and forth it went for a few minutes with smiles and laughter. What was this about? The teacher-student basketball game held earlier that week. Here were two people—an 8th grader and his teacher—having a joyous good time.

Schools need to find ways for students, teachers, and administrators to take a break from the sometimes emotional, tense, and serious school day and have some fun together. Sporting events, outdoor field days, movie nights, school sleep-ins, potluck meals, visits to restaurants, schoolwide T-shirt days, and talent shows can help everyone get to know one another better, tear down the personal walls that often get built inside schools, form more caring relationships, and simply have a wonderful time together.

Recently, I visited a former graduate student in her classroom. It is her third year as a teacher, and I was excited to see her creative and thoughtful teaching. But she said to me, "I never imagined this job would be so hard. I'm tired all the time."

Yes, teaching is hard. Considering the staggering turnover of new teachers in urban schools, it is in everyone's interest to help teachers find joy in their work. So teachers must strive in whatever ways they can to own their teaching so that each morning they can enter their classrooms knowing there will be golden opportunities for them—as well as for their students—to experience the joy in school.

Dictatorship

In order to teach, you must have control over your classroom. This does not mean you should act like a dictator. If you try to teach without establishing control, then the quality of teaching will suffer.

In order to have true respect, you must give it. This does not mean that you accept undesirable comments in the classroom nor does it mean that you can run a classroom without some consequences.

In order to have discipline there will be consequences for bad decisions. This does not mean that consequences must be harsh to accomplish its job. Harsh consequences do not accomplish much except for breeding hatred. Consequences should fit the offense. Often the natural consequence is the best.

In order to be the authority figure in a classroom, there is an imaginary line that you shouldn't cross. Does that mean you cannot be a friend to your students? No, it means that if the friendship gets in the way of education, then it has crossed the imaginary line. For instance, others may see such conduct as playing favourites and it could undermine your relationships with them.

A teacher cannot always be fair, but should strive to fairly apply the rules.

A positive classroom will accomplish much more than a classroom that is filled with negativity, don't threaten your students.

If you discipline in anger, your judgment can be in error. Learn to be calm in the face of problems. It will be a healthier approach for you, and your students will learn from your problem solving abilities. Don't take your students' remarks personally, students at this age may hate a teacher one day and love him/her then next. It is a sign of their age, not their overall opinion of the teacher.

It is important to act, not react. Give students choices, for example: 1. You may leave the room and go to . . . . .(a pre-selected place). 2. You may stay here and make changes in your personal choices. 3. You may stay in the room, but change your seat to an area where you agree there will be fewer problems. When you give students choices, they have power, power to make a good choice and continue receiving instruction.

If the emotional and/or physical wellbeing of a student is at risk, then the offender should be removed from the room, no choices. At this point you must seek the assistance of security and/or your coordinator.

If teachers copy the discipline style of another, it may not fit them or their classroom. Classroom control, like teaching, requires personalization, what works best for your is what you should do.

Classroom discipline

Budd Churchward, author of *The Honor Level System* offers the following key pillars of classroom discipline. Budd has put his heart and soul into *The Honor Level System*.

1. Focusing

Be sure you have the attention of everyone in your classroom before you start your lesson. Don't attempt to teach over the chatter of students who are not paying attention.

Inexperienced teachers sometimes think that by beginning their lesson, the class will settle down. The children will see that things are underway now and it is time to go to work. Sometimes this works, but the children are also going to think that you are willing to compete with them, that you don't mind talking while they talk, or that you are willing to speak louder so that they can finish their conversation even after you have started the lesson. They get the idea that you accept their inattention and that it is permissible to talk while you are presenting a lesson.

The focusing technique means that you will demand their attention before you begin. It means that you will wait and not start until everyone has settled down. Experienced teachers know that silence on their part is very effective. They will punctuate their waiting by extending it 3 to 5 seconds after the classroom is completely quiet. Then they begin their lesson using a quieter voice than normal.

A soft spoken teacher often has a calmer, quieter classroom than one with a stronger voice. Her students sit still in order to hear what she says.

2. Direct Instruction

Uncertainty increases the level of excitement in the classroom. The technique of direct instruction is to begin each class by telling the students exactly what will be happening. The teacher outlines what he and the students will be doing this period. He may set time limits for some tasks.

An effective way to marry this technique with the first one is to include time at the end of the period for students to do activities of their choosing. The teacher may finish the description of the hour's activities with: "And I think we will have some time at the end of the period for you to chat with your friends, go to the library, or catch up on work for other classes."

The teacher is more willing to wait for class attention when he knows there is extra time to meet his goals and objectives. The students soon realize that the more time the teacher waits for their attention, the less free time they have at the end of the hour.

3. Monitoring

The key to this principle is to circulate. Get up and get around the room. While your students are working, make the rounds. Check on their progress.

An effective teacher will make a pass through the whole room about two minutes after the students have started a written assignment. She checks that each student has started, that the children are on the correct page, and that everyone has put their names on their papers. The delay is important. She wants her students to have a problem or two finished so she can check that answers are correctly labelled or in complete sentences. She provides individualised instruction as needed.

Students who are not yet quite on task will be quick to get going as they see her approach. Those that were distracted or slow to get started can be nudged along.

The teacher does not interrupt the class or try to make general announcements unless she notices that several students have difficulty with the same thing. The teacher uses a quiet voice and her students appreciate her personal and positive attention.

4. Modelling

McDaniel tells us of a saying that goes "Values are caught, not taught." Teachers who are courteous, prompt, enthusiastic, in control, patient and organized provide examples for their students through their own behavior. The "do as I say, not as I do" teachers send mixed messages that confuse students and invite misbehavior.

If you want students to use quiet voices in your classroom while they work, you too will use a quiet voice as you move through the room helping youngsters.

5. Non-Verbal Cuing

A standard item in the classroom of the 1950's was the clerk's bell. A shiny nickelbell sat on the teacher's desk. With one tap of the button on top he had everyone's attention. Teachers have shown a lot of ingenuity over the years in making use of non-verbal cues in the classroom. Some flip light switches. Others keep clickers in their pockets.

Non-verbal cues can also be facial expressions, body posture and hand signals. Care should be given in choosing the types of cues you use in your classroom. Take time to explain what you want the students to do when you use your cues.

6. Environmental Control

A classroom can be a warm cheery place. Students enjoy an environment that changes periodically. Study centers with pictures and colour invite enthusiasm for your subject.

Young people like to know about you and your interests. Include personal items in your classroom. A family picture or a few items from a hobby or collection on your desk will trigger personal conversations with your students. As they get to know you better, you will see fewer problems with discipline.

Just as you may want to enrich your classroom, there are times when you may want to impoverish it as well. You may need a quiet corner with few distractions. Some students will get caught up in visual exploration. For them, the splash and the color is a siren that pulls them off task. They may need more "vanilla" and less "rocky-road." Have a quiet place where you can steer these youngsters. Let them get their work done first and then come back to explore and enjoy the rest of the room.

7. Low-Profile Intervention

Most students are sent to the principal's office as a result of confrontational escalation. The teacher has called them on a lesser offense, but in the moments that follow, the student and the teacher are swept up in a verbal maelstrom. Much of this can be avoided when the teacher's intervention is quiet and calm.

An effective teacher will take care that the student is not rewarded for misbehavior by becoming the focus of attention. She monitors the activity in her classroom, moving around the room. She anticipates problems before they occur. Her approach to a misbehaving student is inconspicuous. Others in the class are not distracted.

While lecturing to her class this teacher makes effective use of name-dropping. If she sees a student talking or off task, she simply drops the youngster's name into her dialogue in a natural way. "And you see, David, we carry the one to the tens column." David hears his name and is drawn back on task. The rest of the class doesn't seem to notice.

8. Assertive Discipline

This is traditional limit setting authoritarianism. When executed as presented by Lee Canter (who has made this form a discipline one of the most widely known and practiced) it will include a good mix of praise. This is high profile discipline. The teacher is the boss and no child has the right to interfere with the learning of any student. Clear rules are laid out and consistently enforced.

9. Assertive I-Messages

A component of Assertive Discipline, these I-Messages are statements that the teacher uses when confronting a student who is misbehaving. They are intended to be clear descriptions of what the student is supposed to do. The teacher who makes good use of this technique will focus the child's attention first and foremost on the behaviour he wants, not on the misbehaviour. "I want you to..." or "I need you to..." or "I expect you to..."

The inexperienced teacher may incorrectly try "I want you to stop..." only to discover that this usually triggers confrontation and denial. The focus is on the misbehaviour and the student is quick to retort: "I wasn't doing anything!" or "It wasn't my fault..." or "Since when is there a rule against..." and escalation has begun.

10. Humanistic I-Messages

These I-messages are expressions of our feelings. Thomas Gordon, creator of Teacher Effectiveness Training (TET), tells us to structure these messages in three parts. First, include a description of the child's behaviour. "When you talk while I talk..." Second, relate the effect this behaviour has on the teacher. "...I have to stop my teaching..." And third, let the student know the feeling that it generates in the teacher. "...which frustrates me."

A teacher, distracted by a student who was constantly talking while he tried to teach, once made this powerful expression of feelings: "I cannot imagine what I have done to you that I

do not deserve the respectfrom you that I get from the others in this class. If I have been rude to you or inconsiderate in any way, please let me know. I feel as though I have somehow offended you and now you are unwilling to show me respect." The student did not talk during his lectures again for many weeks.

11. Positive Discipline

Use classroom rules that describe the behaviours you want instead of listing things the students cannot do. Instead of "no-running in the room," use "move through the building in an orderly manner." Instead of "no fighting," use "settle conflicts appropriately." Instead of "no gum chewing," use "leave gum at home." Refer to your rules as expectations. Let your students know this is how you expect them to behave in your classroom.

Make ample use of praise. When you see good behaviour, acknowledge it. This can be done verbally, of course, but it doesn't have to be. A nod, a smile or a "thumbs up" will reinforce the behaviour.

- Discipline is the student's responsibility.
- Discipline deals with how people behave.
- Discipline is about impulse management and self-control.

Choosing the rules

I would like to suggest a way to make the children feel as if they can contribute to how their class is run.

On the first day of school sit all of the children down in a circle. Explain why rules are in place and why they are important to follow. Once you have explained this and answered any questions, ask the children what they think the rules should be.

Once all the children have made their suggestions write them down on the board and then discuss which of these should become the classroom rules. Then have all the children agree on a set of rules for the classroom and what should happen for those who don't follow them (e.g. time off of break, extra homework for the group etc). Obviously your school may have extra school rules, and as the adult you have to guide the class to choose suitable rules!

If handled well this will help the children feel they have contributed to their school and keep the children intuned to the rules.

Instruction

Curriculum

Curriculum refers to what is to be taught. Sources include state and local boards of education, professional associations, textbooks, teacher preferences, and increasing influence from the federal government. Whether you are teaching from curriculum or training package, the following instructional notes apply the same. Please see chapters on preparation and planning for more information.

A) What the teacher does

It is the teacher's responsibility to make the curriculum interesting, relevant, meaningful, and/or even fun. Activities that create interest, challenge, inspire creativity or are personal are excellent approaches. A good starting point is for the teacher to ask, "Why am I teaching this?" and then share the reasons with students.

Every lesson should have planned time for reflection in order to enhance understanding, reinforcement, and retention.

B) What students do

Learning that is retained requires participation. Consider the following regarding retention: We remember:

10% of what we read

20% of what we hear

30% of what we see

50% of what we see and hear

70% of what we say

90% of what we say and do

Classroom Management

- Classroom management deals with how things are done.
- It has to do with procedures, routines, and structure.
- It is enhanced when procedures are:

  1. Explained to students,

  2. Modelled for students,

  3. Practiced by students, and periodically (when necessary)

  4. Reinforced by practicing again.

  - When procedures are learned, routines are established.
  - Routines give structure to instruction.
  - Classroom management is the teacher's responsibility.

Fairness is Key

Students have a distinct sense of what is and what is not fair. You must act fairly for all students if you expect to be respected. If you do not treat all students equitably, you will be labelled as unfair students will not be keen to follow your rules. Make sure that if your best student does something wrong, they too get punished for it.

Deal with Disruptions with as Little Interruption as Possible

When you have classroom disruptions, it is imperative that you deal with them immediately and with as little interruption of your class momentum as possible. If students are talking amongst themselves and you are having a classroom discussion, ask one of them a question to try to get them back on track. If you have to stop the flow of your lesson to deal with disruptions, then you are robbing students who want to learn of their precious in-class time.

Avoid Confrontations in Front of Students

Whenever there is a confrontation in class there is a winner and a loser. Obviously as the teacher, you need to keep order and discipline in your class. However, it is much better to deal with discipline issues privately than cause a student to 'lose face' in front of their friends. It is not a good idea to make an example out of a disciplinary issue. Even though other students might get the point, you might have lost any chance of actually teaching that student anything in your class.

Stop Disruptions with a Little Humour

Sometimes all it takes is for everyone to have a good laugh to get things back on track in a classroom. Many times, however, teachers confuse good humour with sarcasm. While humour can quickly diffuse a situation, sarcasm may harm your relationship with the students involved. Use your best judgment but realize that what some people think as funny others find to be offensive.

Keep High Expectations in Your Class

Expect that your students will behave, not that they will disrupt. Reinforce this with the way you speak to your students. When you begin the day, tell your students your expectations. For example, you might say, "During this whole group session, I expect you to raise your hands and be recognized before you start speaking. I also expect you to respect each other's opinions and listen to what each person has to say."

Make Rules Understandable

You need to be selective in your class rules (no one can follow 180 rules consistently). You also need to make them clear. Students should understand what is and what is not acceptable. Further, you should make sure that the consequences for breaking your rules are also clear and known beforehand.

Start Fresh Everyday

This tip does not mean that you discount all previous infractions, i.e. if they have three tardies then today means four. However, it does mean that you should start teaching your class each day with the expectation that students will behave. Don't assume that because Julie has disrupted your class every day for a week, she will disrupt it today. By doing this, you will not be treating Julie any differently and thereby setting her up to disrupt again (like a self-fulfilling prophecy).

In a nutshell: Good classroom management allows learning to occur.

What do good classroom managers do?

- They have a set of routines and procedures that they teach students.
- They maximize the classroom's physical space to facilitate easy teacher movement and proximity, as well as student movement and transitions.
- They begin the year with a set of class rules or guidelines that they explicitly teach, monitor, and enforce.
- They plan well (they don't wing it).
- They display "with-it-ness".
- They deal with interruptions effectively and efficiently.
- They encourage and nurture a sense of community, respect, and personal relationships.
- They have a collection of corrective consequences for mild misbehavior.
- They have a repertoire of options for dealing with discipline problems.
- They know when to bend the rules and when not to.

Behaviour management in detail

Get in and get out quickly with your dignity intact

We know that to effectively deliver sanctions the message needs to be simple, clear and non-negotiable; in practice it is easy to get caught up in a lengthy argument or confrontation. Focus on moving in, delivering your sanction as discreetly as possible and then moving out quickly. Choose a phrase that you will withdraw on 'I need to see you working as well as you were in yesterday's written task, thank you for listening' or 'I will come back and give you feedback on your work in five minutes'.

Avoid waiting around for the student to change their behaviour immediately; they may need some time and space to make a better choice. Engage another student in a positive conversation or move across the room to answer a question and only check back once the dust has settled. No one likes receiving sanctions and the longer the interaction the more

chance of a defensive reaction or escalation. Get in, deliver the message and get out with dignity; quickly, efficiently and without lingering.

Countdown

A good technique for getting the attention of the whole class is to use a 'countdown' from 5 or 10 to allow students the time to finish their conversations (or work) and listen to the next instruction. Explain to the class that you are using countdown to give them fair warning that they need to listen and that it is far more polite than calling for immediate silence. Embellish your countdown with clear instructions so that students know what is expected and be prepared to modify it for different groups:

'Five, you should be finishing the sentence that you are writing

Three, excellent Marcus, a merit for being the first to give me your full attention

Two, quickly back to your places

One, all pens and pencils down now

Half, all looking this way

Zero, thank you.'

Some students may join in the countdown with you at first, some will not be quiet by the time you get to zero at first but persevere, use praise and rewards to reinforce its importance and it can become an extremely efficient tool for those times when you need everyone's attention. You may already have a technique for getting everyone's attention, e.g. hands up. The countdown technique is more effective as it is time related and does not rely on students seeing you.

Closed requests

Prefacing requests with 'Thank you' has a marked effect on how the request is received.

'Thank you for putting your bag on the hook' or 'Thank you for dropping your gum in the bin'.

The trust in the student that this statement implies, combined with the clarity of the expectation, often results in immediate action without protest. It is almost a closed request which leaves no 'hook' to hold onto and argue with.

A similar technique can be applied to requests for students to make deadlines or attend meetings that they would rather ignore, salesmen would call it an 'assumed close'. 'When you come to see me today get as close to 3.30 as you can so we can resolve this quickly and both get home in good time'. As opposed to, 'Meet me at my room at the end of school'.

'When you hand in your coursework next Monday, meet me by the staff room so that I can store it securely'. As opposed to, 'I want your coursework in on Monday'.

You are assuming and encouraging a positive response; making it awkward for the student to respond negatively.

Get out and about

Perhaps your greatest contribution to managing behaviour around the school site is your presence. If you have your coffee in the playground, your lunch with the students (what % of your students eat at a table with an adult every day?) and are ever-present in the corridor outside your classroom students will see consistency in your expectations for behaviour both in and out of class.

They will grow used to your interventions in social areas and your presence will slowly have an impact on their behaviour. The relationships you forge will be strengthened, with opportunities for less formal conversation presenting themselves daily. In more challenging institutions there can be a tendency to avoid social areas or stray too far away from teaching areas. For a while it may seem that life is easier that way but by taking the long way round to the staff room to avoid potential problem areas and you risk being effective only within the confines of your classroom.

Jobs for the boys and girls

At primary level students' mutual trust is encouraged through sharing and delegating jobs in the classroom. A well organised year 5 teacher will have students handing out resources,

clearing and cleaning the room, preparing areas for different activities, drawing blinds etc. The students learn how to share responsibility with others and accept responsibility for themselves.

It is often said that primary schools teach students to be independent and secondary schools teach them not to be. Year 7 students in their new schools are often surprised when their responsibility for the classroom is removed, 'Right I am counting out the scissors and I will come round and hand them out, don't touch them until I say', and their freedom of movement restricted, 'Do not get out of your seat without written permission!' etc. The tasks and responsibilities that you are able to share may seem mundane and trivial but by doing this an ethos of shared responsibility can be given a secure foundation.

Proactively developing relationships with students

It's not about trying to get down with the kids. Get the image of the teacher in a baseball cap skipping up to a group of gnarled year 11s with a 'Yo mothers wahgwan, dis new Phil Collins is safe man', out of your head. It is certainly not what I am suggesting, although it would be fun to watch.

Chose your opportunities to build a relationship with a student carefully. Open up casual conversation when the student appears relaxed and unguarded. Try asking for help or advice, giving the student something you know they are interested in (a newspaper cutting, web reference, loan copy of a book) or simply say hello and pass the time of day. You may choose to wait until you find a situation that is not pressured or time limited. Aim for little and often rather than launching into a lengthy and involved conversation.

Remember, your intervention may be unwelcome at first. Your aim is to gently persuade the student that you are committed to building trust. Be prepared for your approaches to be rejected. The student may be testing you to see how committed to developing the relationship you really are. He may not welcome any informal conversation with you because it is easier for him to deal with a conflict than a relationship of trust. Or quite simply, he may have decided that all teachers need to be given a wide berth.

Give your time freely and expect nothing in return; in time and with persistence your reward can be a positive relationship that others will be amazed at... "How do you get him to behave like that? In my lessons he has made a home under the table and is refusing visitors."

"Chase me": What to do with secondary behaviours

Secondary behaviours are those that occur during your intervention or as you leave a conversation with a student. They are 'chase me' behaviours designed to push your buttons and gain a furious response. When you have exhausted all of your positive reinforcement, redirection techniques, warnings and sanctions and need Darren to leave the room, the secondary behaviours are the chair being thrown back, or door being slammed, or the infuriating smile that slowly cracks across his face. He may want to divert the conversation away from the original behaviour or encourage an adrenalin fuelled confrontation in the corridor. Don't allow him to take control of your behaviour. Resist the temptation to address the secondary behaviours in the moment. Instead record them and deal with them later on.

The fact that Darren has left the room means that he has followed your instructions; the dramatic trail of disruption that he has left in his wake can be dealt with when he is calm. Your calm and considered response will be closely observed by the rest of the class and they will be impressed by your confidence even in those emotionally fuelled moments. Darren may slowly begin to realise that his usual pattern of behaviour will not work with you.

Don't just get down, get way down!

It is often said that getting down to students' eye level is important when delivering praise or sanctions to students. This can often be interpreted as leaning over a student rather than standing above them or sitting down next to them. I often observe teachers who think they are at the student's eye level but are actually still demanding that the student looks up at them. I prefer the student to be looking down at me; teachers who do this know that crouching down lower than eye level is not weak but assertive and confident physical language.

When you are delivering sanctions there is less chance of a defensive/aggressive reaction, and when praising, you create a more private space in the room. If you are teaching in an open space or would prefer to speak to students standing at the side of the room, double the personal space that you allow the student or stand side by side with him (or her) and it will have a similar effect.

Duty at the school gates

Duty at the school gates is not a popular pastime for many teachers. The complications of unwanted visitors mixing with students as they arrive or leave is compounded by the confusion of where the teacher's jurisdiction lies. Yet just as you can nurture a positive atmosphere in the classroom by standing at the door welcoming students or reinforcing positive behaviour at the end of the lesson so you can have an impact at the school gates. Your physical and verbal language is read by students as they pass; if you are calm, confident, positive, smiling, softly spoken and can reinforce students who are following the rules, it will set the right tone. Patrol like a cartoon policeman and you will attract negative responses and aggression.

It is your behaviour that has the greatest single impact on how safe students feel. It may not be wise to try and challenge every incident of inappropriate behaviour immediately and in such a public arena so arrive at the gate prepared; a pen and paper to record when you choose not to intervene and a walkie talkie as back up for when you do.

Restorative practice

Recently some Australian and New Zealand schools have led the way with a different approach to behaviour management - the restorative approach. The restorative approach to behaviour management in schools has its origins in restorative justice and victim-offender mediation although restorative approaches have a long history as a form of communal justice in the Maori and other traditional communities.

Restorative practice fits within the broader efforts of schools to develop safe and supportive environments that promote student wellbeing and connectedness to school (Marshall, Shaw & Freeman, 2002). In schools a restorative approach emphasises the importance of sound, healthy relationships between all members of the school community. From this perspective behaviour problems are viewed as a breakdown in relationships and misbehaviour is

defined as a violation against people and relationships in the school and wider community rather than as a violation of the school and its rules (Cameron and Thorsborne, 2001, p. 183).

The essence of a restorative philosophy is that relationships that have been disturbed by wrongdoing or conflict can be healed by a respectful process within a collaborative "community of care" (Morrison, 2002). In this process a wrongdoer is held accountable and given an opportunity to reflect on and repair the breakdown in the relationship. Accountability for behaviour is complemented by care and support for all parties. Morrison (2005) argues that the restorative approach is about "emotional engagement" and that it derives its power from meeting our basic human need to feel respected and connected to others (p.99-100). The restorative approach is also consistent with the increased emphasis in schools on social emotional learning, values education and civics and citizenship.

The adoption of a restorative approach requires that schools abandon punitive, retributive, adversarial or zero tolerance approaches to discipline or behaviour management and redefine behaviour management as "relationship management" (Prior,2005; Thorsborne, 1999). Commitment to this underlying philosophy of restorative practice is essential to avoid grafting the approach onto a range of punitive and contradictory practices for the management of behaviour (Marshall et al. 2002; Ritchie and O'Connell, 2001).

A continuum of restorative practice

In the school context there is a continuum of restorative strategies ranging informal uses of restorative language in conversation and classroom meetings to the more formal community conference (Thorsborne & Vinegrad, 2002, 2004; Wachtel, 2004). Each of these strategies shares a common theme of enhancing or restoring a sense connection and wellbeing through respectful and democratic dialogue.

Restorative Language

Schools adopting a restorative philosophy use relational language that demonstrates respect, care and mutual responsibility. Feelings are shared and explored through affective statements and affective questions (Wachtel, 2004). Conversations about misbehaviour provide opportunities for students to consider how their behaviour impacts on others and

how things can be put right. Students are supported to accept responsibility for their actions. A teacher using this approach would talk through what has happened using the type of affective questions indicated in Table 1.

Affective questions

- Can you explain what happened?
- How did it happen?
- How did you act in this situation?
- Who do you think has been affected by this?
- How were they affected?
- How were you affected?
- What needs to happen to make things right?
- If the same situation happens again, what could you do differently?

Circles

Schools using the restorative approach may use circles or classroom meetings in which students share their feelings, ideas and concerns and problem solve together on a regular basis. In circle time a facilitative teacher can model and create a non-judgemental atmosphere of safety and respect in which children are able to help each other work through concerns that impact on their well-being and learning at school. When there is wrongdoing a circle can be used for discussion to make things right. Teachers prepare students for these discussions through team building games, by practising listening and taking turns and by negotiating a set of clear guidelines for how the group will work (Bliss & Tetley, 2003; Hopkins, 2004). Group guidelines include no 'put downs" and not talking about what is said in the group outside the group. In circles teachers sometimes use a talking piece, an object of significance to the class, that can be passed around the circle and bestows the right to speak upon the holder.

A teacher may use stimulus questions or a suggestion box for students to anonymously indicate issues that the group might discuss. Parisi (2005) describes how, after some preparatory work with circles in her Grade 5/6, the following questions were submitted by her students in the class suggestion box: "Why do people talk behind my back?" Why do some people think they are too good to play with me?", "I am having trouble with being teased", There is a group of girls who are being mean to me and won't let me play even if I

ask nicely. What do I do?". She found that circle time provided the forum for her students to express "their feelings openly and without hesitation" (p. 29) and that students were able to discuss these sensitive issues responsibly in the safe structured environment of the circle. When asked for their views about circle time students described it "as a time when they played games, a time for thinking hard and being introspective, a time for sharing personal stories and discussing feelings. It was also described and a fun time and a place for meeting new friends."(p. 27).

Community Conferences

Where schools have access to trained facilitators they may use "community conferences" for serious incidents While variations of community conferencing have been operating in Australia since the late 1980s with the introduction of a police-based justice conferencing program in Wagga Wagga (Daly & Hayes, 2001) the use of the community conferencing in schools is relatively new. School based community conferences have been organized in response to incidents of persistent disruption, bullying, aggression, property damage, theft, and drugs.

At a community conference all those affected by an action, the offender(s), the victim(s) and families and appropriate school personnel are brought together in a safe environment to share their feelings and perspectives on the impact of the incident so it can be understood and an mutual agreement be reached to repair the harm. There is emerging evidence that these conferences can be a powerful way of healing relationships in a school community. Evaluations of community conferencing for dealing with incidents of serious harm in schools have shown high levels of satisfaction with the process which is perceived to be fair, high compliance rate with the terms of agreement and low rates of reoffending (Cameron & Thorsborne, 2001; Daly & Hayes, 2001; Stokes and Shaw, 2005).

A whole school approach

Embracing a restorative approach does require significant cultural change for many schools because it challenges traditional ideas about discipline and authority (Piperato & Roy, 2002; Blood & Thorsborne, 2005). It is most effective when it is embedded part of a whole school approach where the school community makes quality relationships a priority. A recent Australian evaluation of a restorative practices project in the State of Victoria suggests that it can take as much as three years for a restorative approach to be institutionalised in a school (Stokes & Shaw, 2005).

While further research will be needed to establish the effectiveness of the restorative approach a body of international evidence suggests that it can reduce incidents of disruptive behavior, discipline referrals, detentions and school suspensions. It has also been argued that restorative practices contribute to academic and social emotional learning through the creation of a safe and productive learning environment (Piperato & Roy, 2002).

Classroom makeover

With the growth of the interactive whiteboard and use of computer screens for teaching, many classrooms are reverting to students in rows with the teacher's desk at the front and in the corner. Thirty years ago the classroom was arranged for students to see the blackboard, now technology has replaced chalk but the difficulties of inflexible classroom configurations remain.

When designing the layout of your room you also need to consider the management of behaviour. With students in rows and the teacher sitting behind their desk there are many hiding places for students to escape to. If you cannot get to students quickly and easily then the classroom becomes an arena where conversations about behaviour are broadcast for everyone to hear. Confrontations become more frequent, delivery of praise less subtle and as the teacher retreats behind the desk the physical divide can easily develop into a psychological one.

As a reaction to the overuse of the blackboard much work was done to encourage teachers to use more dynamic classroom configurations. Desks in rows with the teacher's desk at the front makes the management of behaviour harder, stifles gentle human interaction and forces most conversations to be broadcast publicly. They may be able to see the screen but are they engaging with it or with you?

Routines

Effective classroom teachers spend more of their time in the first few weeks of the year teaching classroom routines and procedures as opposed to academic content. Why? Because routines and procedures are the key to a well-managed, organized classroom.

Research shows that most behaviour problems result from lack of classroom routines and procedures. Moreover, the number of interruptions to academic instruction are reduced and the class flows more smoothly.

Points to remember:

- Have a copy of your routines and procedures to hand to each of your students on the first day of school. (Keep extra copies on hand for new students who arrive later in the year.)
- Do not simply hand out the list, go over it once, and expect the students to comply.
- Teach the most important, key procedures over a period of days, one or two at a time.
- Explain the rationale behind the routine or procedure.
- Model the routine or procedure for the students.
- Give the students non-examples of compliance.
- Have the students (or one student) model the procedure.

- Teach the less important routines and procedure by simply stating the routine or procedure, monitoring it, and reinforcing it when necessary.
- Be consistent. Don't give up after a few days. The time spent teaching, monitoring and reinforcing routines and procedures during the first three weeks of school will pay tremendous dividends. If the routines and procedures are established at the beginning of the year, the entire rest of the year will be more enjoyable and productive for both you and your students.

Classroom procedures

What follows is a list of routines and procedures. Every good classroom manager will have thought about each of these before the beginning of the year. (However, it's never too late to start!) Modify the list to suit your needs.

- Entering the classroom
- Beginning work
- Roll Call/Lunch Count
- Announcements
- Tardies
- Absences/Make-up procedures
- Teacher's attention signal
- Getting out of your seat
- Assignments
- Getting supplies
- Sharpening pencils
- Procedures for using/carrying/handling equipment
- Getting into groups
- Working in groups
- Independent work
- Working at a center
- Lining up to leave the room
- Snacks/Water
- Restroom
- Going to the clinic, office, media center or elsewhere

- How to head papers
- Passing in homework
- Passing in papers
- Exchanging papers
- Asking questions
- Getting help
- Finishing work early
- Visitors to the room
- Responding to fire drills, "codes", or other alerts
- Sudden illness
- Checking out classroom material
- Cleaning the room at the end of the day
- Organizing materials
- Homework
- Changing classes
- Dismissal

Planning

A sure ingredient in a recipe for disaster is "winging it." As in: "I'm not sure what I'll do today, I'll just wing it." Good classroom managers plan the lesson, procure the products needed, list the procedure to follow, and prepare for potential problems and pitfalls. Proper planning leads to less stress for you and more learning for your students.

Preparing a Lesson

Lesson plans do not consist of statements such as: "Today we'll cover Chapter 4 in the history book." Rather, lesson plans are designs for learning. They include these basics:

• Objectives. What is your objective or objectives for teaching this? Generally, you should write the objective in terms of learning outcomes. In other words, what do you want the student to learn as a result of the lesson or unit? It should be observable and measurable. For example:

- The student will be able to recite the letters of the alphabet.
- The student will be able to sing a song in three part harmony.
- The student will be able to access information from an Internet search engine.
- The student, given informational-type text, will be able to identify the main idea.
- The student will be able to define basic literary terms and apply them to a specific British work.
- The student will be able to describe the causes of acid rain.

There are categories of objectives including: knowledge and skills. Knowledge, of course, involves cognitive functions. Students categorize, analyse, recall, synthesize, recite, define. A skill concerns performing an action. Students measure, sing and play.

Objectives should begin with an action verb. (A list of verbs to use for writing learning objectives is appended to the end of this article.) When appropriate, you should include

performance standards or information on how the student will be evaluated. For example: The student will, within a thirty-minute period, write a five-paragraph essay which includes a thesis statement and contains no more than three grammatical and mechanical errors. Or, the student will be able to perform all five key aspects of changing a tyre.

- List of materials needed. This is extremely important to think through ahead of time. Will you need chart paper? A chalkboard? Overhead? Handouts? Art supplies? Power cords? Procure your materials ahead of time and have them ready before you begin your lesson. Much can happen in a classroom of rambunctious fourth graders while the teacher searches for the handouts she wanted to use.

- Procedures. State, step-by-step, how you are going to implement your plan. How are you going to introduce the lesson? How will you activate prior knowledge? If you are using handouts or manipulatives, when and how will you hand them out? Will you close with a review? How will you tie the lesson together?

- Potential Problems and Pitfalls. What will you do if you suddenly realise the students do not have the requisite background necessary for the lesson plan? What will you do if your projector light burns out? What will you do if you plan on showing a video during a history lesson and a student informs you that she feels uncomfortable watching this particular video? Do you have an alternative assignment ready? A place to send her? What will you do if . . .? Think through potential problems and pitfalls ahead of time and have a contingency plan. (Example, in a hands-on science lesson involving rubber bands and a group of eighth graders, when should you pass out the rubber bands? Hint: not during the introduction.)

- Method(s) of Evaluation. How will you determine whether or not the student has met the learning objectives? Evaluations do not always have to be the formal, pencil and paper type. You may: observe whether the student has met the objectives, conference with the student, orally review as a group. There are many possibilities. Go here for a list of ways to evaluate learning.

As stated earlier, these are just the "basics" of a lesson plan. The type of lesson plan you design will depend upon your individual circumstances, the lesson being taught, and the type of students involved.

You students will learn more with a properly designed lesson in which you have paid careful attention to detail. It is a truism that "students don't do downtime." Students are astute. They know when their teacher is unprepared. And, unfortunately, on occasion, some students will take advantage of the situation to misbehave. Finally, when you are prepared, you are less stressed and more comfortable while teaching the lesson.

Reviewing practice

Through my quality work I learned of a basic principal that I have effectively applied to all facets of my professional life. I have found it a great strategy to remain organised and professional in the face of an ever-changing educational environment. It is a straight forward way to best utilise the preceding information. The principal is self-explanatory and is most simply expressed with the flow diagram shown below in figure 2.

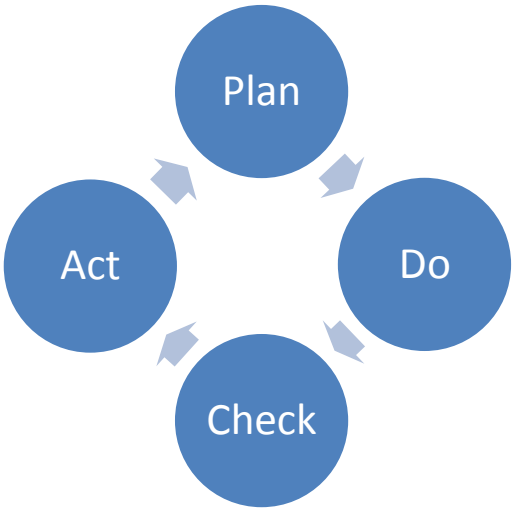

Fig 2.

My best advice is that you do not commit to this alone. Many teachers like to work autonomously and appear to have some success, however in order to best suit the diverse needs of all of your learners it is crucial that you work with colleagues and industry professionals to maintain currency in your practice. Your educational institution will undoubtedly have a formal validation process along a variety of assessment mapping templates. Please take full advantage of this process and work closely with your colleagues and learners to better develop your knowledge as an educator. Seek as much feedback as you can. Your students are keen to contribute to your continuous improvement as a teacher. Share your feedback results with colleagues. They are likely to be having similar experiences to you and will happily workshop issues arising from teaching and learning.

Review by reflection

- Let’s offer up a few brief questions and examples to ponder if you’ve just experienced an unsuccessful lesson:

- Was it the curriculum? e.g., I just didn't make it appealing
- Was it instruction? e.g., I had a wonderful lesson planned, but I did all the work; the students were not engaged enough
- Was it classroom management? e.g., I had a wonderful lesson, but it took 10 minutes to get everything organized,
- Was it a discipline problem? e.g., I prompted the students' curiosity, taught a good lesson with meaningful student activities, had everything organized, but Jason still interrupted the lesson.

Asking yourself these questions is a significant step toward increasing your effectiveness as a teacher.

Verbs for Learning Objectives

Abstract	Compute	Draw
Activate	Contrast	Dramatize
Acquire	Complete	Employ
Adjust	Compose	Establish
Analyse	Compute	Estimate
Appraise	Conduct	Evaluate
Arrange	Construct	Examine
Articulate	Convert	Explain
Assemble	Coordinate	Explore
Assess	Count	Express
Assist	Criticize	Extrapolate
Associate	Critique	Formulate
Breakdown	Debate	Generalize
Build	Decrease	Identify
Calculate	Define	Illustrate
Carry out	Demonstrate	Implement
Catalogue	Describe	Improve
Categorize	Design	Increase
Change	Detect	Infer
Check	Develop	Integrate
Cite	Differentiate	Interpret
Classify	Direct	Introduce
Collect	Discuss	Investigate
Combine	Discover	Judge
Compare	Distinguish	Limit

List
Locate
Maintain
Manage
Modify
Name
Observe
Operate
Order
Organize
Perform
Plan
Point
Predict
Prepare
Prescribe
Produce
Propose
Question
Rank
Rate
Read
Recall
Recommend
Recognize
Reconstruct
Record
Recruit
Reduce
Reflect
Relate
Remove
Reorganize
Repair
Repeat
Replace
Report
Reproduce
Research
Restate
Restructure
Revise
Rewrite
Schedule
Score
Select
Separate
Sequence
Sing
Sketch
Simplify
Skim
Solve
Specify
State
Structure
Summarize
Supervise
Survey
Tabulate
Test
Theorize
Trace
Track
Train
Transfer
Translate
Update
Use
Utilize
Verbalize
Verify
Visualize
Write

Additional Resources

Educators are in the motivation business. We motivate our students to learn each and every day. However, sometimes educators need to conquer their own fears in order to achieve at a higher level. The following books all are excellent sources of motivation. Remember, motivation comes from within but these books can help uncover the factors that are holding you back.

1. Perpetual Motivation

Dave Durand explains how to achieve the highest level of motivation and become what he calls a "Legacy Achiever" in this excellent book. He writes in an easy-to-understand style that provides much more than a typical self-help book. It truly uncovers the foundation of motivation and empowers readers to achieve at the highest level possible.

2. Zapp! in Education

This is definitely an important read for educators everywhere. It explains the importance of empowering teachers and students. Make sure to pick up this easy-to-read volume, and make a difference in your school today.

3. How to Be Like Mike

Michael Jordan is considered a hero by many. Now Pat Williams has written a book about the 11 essential characteristics that make Jordan succeed. Read a review of this awesome motivational book and see for yourself.

4. Learned Optimism

Optimism is a choice! Pessimists let life happen to them and often feel helpless in the face of defeat. On the other hand, optimists see setbacks as challenges. Psychologists Martin Seligman sheds light on why optimists are the ones who succeed in life. He provides real-world advice and worksheets to help you become an optimist.

5. Love the Work You're With

This book's subtitle truly says it all: "Find the Job You Always Wanted Without Leaving the One You Have." Author Richard C. Whiteley shows that your attitude is what truly helps you become happy with your job. Learn to change your attitude and change your life.

6. Reject Me - I Love It!

One of the main items that holds us back and drains us of all motivation is the fear of failure - the fear the rejection. This book by John Fuhrman details "21 Secrets for Turning Rejection into Direction." This book is an important read for teachers and students alike.

7. Attitude is Everything

As educators we know that the students who have positive attitudes are the ones who succeed. All of us need 'attitude adjustments' at different points in our lives. This book gives 10 steps to lead you to a 'can do' attitude that will allow you to achieve more than you imagine possible.

8. Why You Can't Be Anything You Want to Be

How many times have we told students they can be 'anything they want'? This book by Arthur Miller and William Hendricks takes a new look at this concept and argues that instead of trying to fit a square peg in a round hole, we should find what truly fires our imagination and pursue it.

The Honor Level System is Budd Churchwards life's work. It is a system of measuring discipline that has revolutionised education in America. Visit the link below and see for yourself.

".....If you are looking for information or assistance with school discipline, we hope you will find it here. The Honor Level System is the result of more than two decades of development. Created to meet the needs of one middle school in western Washington, it is now used with more than 90,000 youngsters in schools across America. Today, high schools, junior high schools, middle schools and elementary schools use it to track their discipline……"

http://www.honorlevel.com/x83.xml

This page is intentionally blank

References

Wolk, Steven, The Positive Classroom - Joy in School, September 2008 | Volume 66 | Number 1, Pages 8-15

Carroll, D. (2004). Self-portrait with turtles. Boston: Houghton Mifflin

Csikszentmihalyi, M. (1990). Flow. New York: Harper Perennial

Dewey, J. (1938). Experience and education. New York: Collier

Goodlad, J. (1984). A place called school. New York: McGraw-Hill

Pretor-Pinney, G. (2006). The cloudspotter's guide. New York: Perigee

Tulley, G. (2005, May 4). About. Tinkering School. Available: www.tinkeringschool.com/blog/?p=11

Wolk, S. (2001). The benefits of exploratory time. Educational Leadership, 59(2), 56–59

Wolk, S. (2007). Why go to school? Phi Delta Kappan, 88(9), 648–658

Bliss, T. & Tetley, J. (2003). Circle time: A resource book for infant and primary schools. Queenscliff, Australia: Inyahead Press.

Cameron, L. & Thorsborne, M. (2001). Restorative Justice and School Discipline: Mutually Exclusive? (pp. 27-34). In H. Strang & J. Braithwaite (Eds.). Restorative justice and civil society. (pp.) Cambridge, U.K.: Cambridge University Press.

Daly, K. & Hayes, H. (2001). Restorative justice and conferencing in Australia. Trends and Issues in Criminal Justice, No. 186. Canberra, Australia: Australian Institute of Criminology.

Hopkins, B. (2004). Just schools: A whole school approach to restorative justice. London, Jessica Kingsley Publishers.

Morrison, B. (2002). Bullying and victimization in schools: A restorative approach. Trends and Issues in Criminal Justice No. 219. Canberra, Australia: Australian Institute of Criminology.

Parisi, A. (2005). Circle time: A fresh approach to restoring and maintaining positive relationships in schools. Unpublished Action Research Project, Postgraduate Diploma in Educational Studies (Student Welfare), University of Melbourne.

Prior, M. (2005). Behaviour management is relationships management. Teacher Learning Network, 12 (2), pp. 24-26.

Stokes, H. & Shaw, G. (2005) Restorative practices pilot in Victorian schools: Evaluation report. Unpublished report by Australian Youth Research Centre(AYRC) for Department of Education and Training and The Catholic Education Office, Melbourne Australia: AYRC.

Thorsborne, M. & Vinegrad, D. (2002). Restorative practice in schools: Rethinking behaviour management. Buderim, Queensland. Margaret Thorsborne and Associates

Thorsborne, M. & Vinegrad, D. (2004). Restorative practice in classrooms: Rethinking behaviour management. Buderim, Queensland. Margaret Thorsborne and Associates

Ritchie, J. & O'Connell, T. (2001). Restorative justice and the need for restorative environments in bureaucracies and corporations. In H. Strang & J. Braithwaite (Eds.) Restorative justice and civil society (pp. 149-164) Cambridge, U.K.: Cambridge University Press.

Wachtel, T. (2004, August). From Restorative Justice to Restorative Practices: Expanding the Paradigm. Paper presented at "Building a Global Alliance for Restorative Practices and Family Empowerment, Part 2," the IIRP's Fifth International Conference on Conferencing, Circles and other Restorative Practices, August 5-7, 2004, Vancouver, British Columbia, Canada.

Dr. Mandel, Scott – Classroom management, last accessed January 2012
http://www.pacificnet.net/~mandel/ClassroomManagement.html

Kelly, Melissa –Teaching 101, Top 10 Tips for Classroom Discipline and Management, Secondary Education, last accessed January 2012
http://712educators.about.com/od/discipline/tp/disciplinetips.htm

Morrison, B. (2005, March). Building safe and healthy school communities; Restorative justice and responsive regulation. Paper presented at Sixth International Conference on Conferencing, Circles and other Restorative Practices: Sydney, Australia. Retrieved October 2005 from
http://fp.enter.net/restorativepractices/au05_morrison.pdf

Moxon, J. & Smith, S. (2005, March). The Massey High Model: Integrating restorative practices in a high-school setting. Paper presented at the Sixth International Conference on Conferencing, Circles and other Restorative Practices: "Building a Global Alliance for Restorative Practices and Family Empowerment". Sydney, Australia. Retrieved, October,2005 from
http://fp.enter.net/restorativepractices/au05/au05_moxonsmith.pdf

Piperato. D. F. & Roy, J.J. (2002, August). Transforming school culture. Paper presented at Dreaming of a New Reality: the Third International Conference on Conferencing, Circles and other Restorative Practices. Minneapolis, Minnesota. Retrieved October, 2005 from
http://www.iirp.org/library/mn02/mn02_roypip.html

Marshall, P., Shaw, G. & Freeman, E. (2002, August). Restorative practices: Implications for educational institutions. Paper presented at Dreaming of a New Reality Third International Conference on Conferencing, Circles and other Restorative Practices. Minneapolis, Minnesota. Retrieved October, 2005 from http://www.iirp.org/library/mn02/mn02_marshall.html

Blood, P. and Thorsborne, M. (2005, March) The challenge of culture change: Embedding restorative practice in schools. Paper presented at the Sixth International Conference on Conferencing, Circles and other Restorative Practices: "Building a Global Alliance for Restorative Practices and Family Empowerment". Sydney, Australia. Retrieved, October, 2005 from http://fp.enter.net/restorativepractices/au05/au05_bloodthorsborne.pdf